

U.S. Department of Education
2012 National Blue Ribbon Schools Program
A Public School - 12FL11

School Type (Public Schools): ☐ Charter ☐ Title 1 ☐ Magnet ☐ Choice
(Check all that apply, if any)

Name of Principal: Dr. Maria Katz

Official School Name: Partin Elementary School

School Mailing Address: 1500 Twin Rivers Blvd.
Oviedo, FL 32766-5061

County: Seminole State School Code Number*: 701

Telephone: (407) 320-4850 E-mail: maria_katz@scps.k12.fl.us

Fax: (407) 320-4899 Web site/URL: http://teachercenter.scps.k12.fl.us

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge all information is accurate.

(Principal's Signature) Date _____

Name of Superintendent*: Dr. Bill Vogel Superintendent e-mail: Bill_Vogel@scps.k12.fl.us

District Name: Seminole County Public Schools District Phone: (407) 320-0000

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it is accurate.

(Superintendent's Signature) Date _____

Name of School Board President/Chairperson: Dr. Tina Calderone

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it is accurate.

(School Board President's/Chairperson's Signature) Date _____

**Non-Public Schools: If the information requested is not applicable, write N/A in the space.*

The original signed cover sheet only should be converted to a PDF file and emailed to Aba Kumi, Blue Ribbon Schools Project Manager (aba.kumi@ed.gov) or mailed by expedited mail or a courier mail service (such as Express Mail, FedEx or UPS) to Aba Kumi, Director, Blue Ribbon Schools Program, Office of Communications and Outreach, U.S. Department of Education, 400 Maryland Ave., SW, Room 5E103, Washington, DC 20202-8173.

PART I - ELIGIBILITY CERTIFICATION

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The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes one or more of grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)
2. The school has made adequate yearly progress each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years.
3. To meet final eligibility, the school must meet the state's Adequate Yearly Progress (AYP) requirement in the 2011-2012 school year. AYP must be certified by the state and all appeals resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum and a significant number of students in grades 7 and higher must take foreign language courses.
5. The school has been in existence for five full years, that is, from at least September 2006.
6. The nominated school has not received the Blue Ribbon Schools award in the past five years: 2007, 2008, 2009, 2010 or 2011.
7. The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
8. OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
9. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
10. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

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All data are the most recent year available.

DISTRICT

1. Number of schools in the district 36 Elementary schools (includes K-8)
(per district designation): 12 Middle/Junior high schools
9 High schools
0 K-12 schools
57 Total schools in district
2. District per-pupil expenditure: 3500

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located: Suburban
4. Number of years the principal has been in her/his position at this school: 2
5. Number of students as of October 1, 2011 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total			# of Males	# of Females	Grade Total
PreK	27	10	37		6	0	0	0
K	53	43	96		7	0	0	0
1	59	61	120		8	0	0	0
2	59	53	112		9	0	0	0
3	72	83	155		10	0	0	0
4	63	60	123		11	0	0	0
5	73	72	145		12	0	0	0
Total in Applying School:								788

6. Racial/ethnic composition of the school: 1 % American Indian or Alaska Native
7 % Asian
5 % Black or African American
11 % Hispanic or Latino
0 % Native Hawaiian or Other Pacific Islander
71 % White
5 % Two or more races
100 % Total

Only the seven standard categories should be used in reporting the racial/ethnic composition of your school. The final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.

7. Student turnover, or mobility rate, during the 2010-2011 school year: 4%
 This rate is calculated using the grid below. The answer to (6) is the mobility rate.

(1)	Number of students who transferred <i>to</i> the school after October 1, 2010 until the end of the school year.	21
(2)	Number of students who transferred <i>from</i> the school after October 1, 2010 until the end of the school year.	12
(3)	Total of all transferred students [sum of rows (1) and (2)].	33
(4)	Total number of students in the school as of October 1, 2010	788
(5)	Total transferred students in row (3) divided by total students in row (4).	0.04
(6)	Amount in row (5) multiplied by 100.	4

8. Percent of English Language Learners in the school: 1%
 Total number of ELL students in the school: 9
 Number of non-English languages represented: 4
 Specify non-English languages:

Arabic, Chinese, Mandarin, Spanish

9. Percent of students eligible for free/reduced-priced meals: 13%

Total number of students who qualify: 100

If this method does not produce an accurate estimate of the percentage of students from low-income families, or the school does not participate in the free and reduced-priced school meals program, supply an accurate estimate and explain how the school calculated this estimate.

10. Percent of students receiving special education services: 13%

Total number of students served: 104

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

<u>16</u> Autism	<u>1</u> Orthopedic Impairment
<u>0</u> Deafness	<u>3</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>22</u> Specific Learning Disability
<u>1</u> Emotional Disturbance	<u>54</u> Speech or Language Impairment
<u>0</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>0</u> Mental Retardation	<u>0</u> Visual Impairment Including Blindness
<u>0</u> Multiple Disabilities	<u>7</u> Developmentally Delayed

11. Indicate number of full-time and part-time staff members in each of the categories below:

	Number of Staff	
	<u>Full-Time</u>	<u>Part-Time</u>
Administrator(s)	<u>2</u>	<u>0</u>
Classroom teachers	<u>41</u>	<u>0</u>
Resource teachers/specialists (e.g., reading specialist, media specialist, art/music, PE teachers, etc.)	<u>15</u>	<u>2</u>
Paraprofessionals	<u>8</u>	<u>0</u>
Support staff (e.g., school secretaries, custodians, cafeteria aides, etc.)	<u>11</u>	<u>0</u>
Total number	<u>77</u>	<u>2</u>

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the Full Time Equivalent of classroom teachers, e.g., 22:1: 18:1

13. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Daily student attendance	97%	97%	96%	97%	97%
High school graduation rate	%	%	%	%	%

14. **For schools ending in grade 12 (high schools):**

Show what the students who graduated in Spring 2011 are doing as of Fall 2011.

Graduating class size:	_____
Enrolled in a 4-year college or university	_____ %
Enrolled in a community college	_____ %
Enrolled in vocational training	_____ %
Found employment	_____ %
Military service	_____ %
Other	_____ %
Total	_____ 0%

15. Indicate whether your school has previously received a National Blue Ribbon Schools award:

☒ No

☐ Yes

If yes, what was the year of the award?

PART III - SUMMARY

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Partin Elementary is an exemplary school. Partin is located in Oviedo, Florida, a small suburb of Orlando. Oviedo is located in Central Florida near the University of Central Florida. Many of our parents work at UCF or in the surrounding technology parks. We have a very active PTA that works with the teachers and the community. Each year we pick a special cause as a school to raise money for. For example, last year we participated in Relay For Life. This school year we are raising money and awareness for the local families in need through Helpful Hands. The Partin culture is one of collaboration between parents, community, staff and students. We all work together to ensure our mission.

Our mission is to provide quality learning experiences for students in a supportive environment to ensure academic and social growth. At Partin we have high expectations for all of our students. We believe every student can be successful and we work hard to provide differentiated instruction to meet the needs of each individual student. At Partin, we provide both intensive intervention programs for our at-risk students and enrichment programs for our advanced learners. Students receiving Tier 2 and 3 interventions receive support from our reading and math specialists and qualify for extra tutorial programs before and after school. Our advanced learners also have many opportunities for enrichment. This year our entire 5th grade was placed in PRIMES – an advance math track in which they complete both 5th and 6th grade math benchmarks. When they enter middle school they have the opportunity to take pre-algebra. To ensure continued academic success we use data provided through various progress monitoring assessments to guide our instruction. Our grade level teams meet weekly to discuss student progress and how to proceed to continue growth. During Professional Learning Communities (PLC) meetings they discuss specific needs of students and what instructional strategies to implement.

Partin has been recognized as an “A” school on Florida’s School Accountability Report for 11 consecutive years. In Seminole County we have ranked in the top 5 elementary school based on our FCAT scores in reading, math, science and writing each year. We have met federal Adequate Yearly Progress (AYP) under No Child Left Behind legislation for eight straight years. In addition, we have received Florida’s Department of Education Five Star School Award for exemplary programs that integrate the school and community involvement given by the Florida Commissioner of Education for the tenth year in a row. We are also proud to report that 99% of our parents agree or strongly agree that the overall quality of education that their child is receiving is good and 98% of our parents believe that teachers and administrators promote academic excellence.

Our FCAT Scores are consistently among the highest in the state. For the 2011-2012 school year 97% of our third through fifth grade students were proficient in both math and reading. In writing, 95% of our fourth grade students are considered proficient and in science, 89% of our fifth grade students are proficient. We are also very proud that on average 80% of our lowest 25% of students make learning gains in both reading and math each year. In addition, we provide the Triple “A” experience of Academics, Arts and Athletics at Partin. We have outstanding fine arts and athletic programs which includes musicals performed by each grade level, a wonderful chorus program, energetic morning running club, critical thinking robotics club, and a morning news program just to name a few.

We have an extremely active PTA and School Advisory Council. Each year our PTA sponsors many community events and provides financial resources to assist in special programs. For example, last summer we were able to open the library each Wednesday throughout the summer for students to check out books or work in one of our two computer labs. In addition, with funds raised we have purchased document cameras and digital projectors for each classroom. Our PTA volunteers put in over 10,000 hours of service through our Dividend program each year.

1. Assessment Results:

A. The FCAT is a student achievement test that specifically addresses a student's ability to perform on standards that Floridians have chosen. The test questions and performance tasks are written to measure specific Next Generation Sunshine State Standards benchmarks in the areas of reading and mathematics for grades 3-10, writing (grades 4 and 10), and in science (grades 5, 8, and 10). All students in grades 3 through 10 are scored within five performance levels. The five levels are:

High Level 5: Successful with the most challenging grade-level content

Level 4: Mostly successful with challenging grade-level content

Level 3: Successful with grade-level content – performance is on grade level

Level 2: Limited success with grade-level content

Low Level 1: Minimal success with grade-level content

Students scoring in Levels 3, 4, or 5 are achieving at or above grade level. Students scoring in Levels 1 or 2 are achieving below grade level and are in need of additional support. An acceptable score would be a Level 3, which is considered to be average. However, at Partin Elementary we strive to produce level 4 or level 5 performances from our students. Our lowest quartile, or bottom 25%, of student scores contain several Level 3 students. As you will see in our data below, very rarely does the percentage of our Level 1 or Level 2 population reach into a double digit number.

B. When we look at the last five years of student data from the FCAT while comparing it to other schools in the state of Florida, we find that our students performed significantly higher in all grades (3 – 5) and in all subjects (reading, writing, math, and science). Many factors contribute to our high academic success. The main items we believe that have contributed the most are the following: data driven instruction, excellent intervention programs, and continued staff development.

2011

Results from the 2011 FCAT showed that 97% of students in grades 3-5 performed at or above the proficient performance level in Reading and Math. In 2011, the percentage of students in grades 3 – 5 in the state performed at or above the proficient performance level in Reading was 71%, and in Math was 72 %. Partin was 26% higher than the state average in Reading and 23% greater in Math. 95% of students in grade 4 performed at or above the proficient performance level (score of 4.0 or above) in Writing. The percentage of students throughout the state that performed at or above the proficient performance level of 4.0 or higher was 81%. Our school was 14% higher than the state average. 89% of our 5th grade students performed at or above the proficient performance level in Science. The percentage of students throughout the state that performed at or above the proficient performance level was 51%. Our school was 38% higher than the state average.

2010

Results from the 2010 FCAT showed that 94% of students in grades 3-5 performed at or above the proficient performance level in Reading and 93% in Math. In 2010, the percentage of students in grades 3 – 5 in the state that performed at or above the proficient performance level in Reading was 71%, and in Math was 72%. That would be 23% higher than the state average in Reading and 11% greater in Math. 83 % of students in grade 4 performed at or above the proficient performance level (score of 4.0 or above) in Writing. The percentage of students throughout the state that performed at or above the proficient performance level of 4.0 or higher was 68%. Our school was 15% higher than the state average. 85% of our 5th grade students performed at or above the proficient performance level in Science. The percentage of students throughout the state that performed at or above the proficient performance level was 49%. Our school was 36% higher than the state average.

2009

Results from the 2009 FCAT showed that 95% of students in grades 3-5 performed at or above the proficient performance level in Reading and 93% in Math. In 2009, the percentage of students in grades 3 – 5 in the state that performed at or above the proficient performance level in Reading was 72%, and in Math was 72 %. That would be 23% higher than the state average in Reading and 21% greater in Math. 93% of students in grade 4 performed at or above the proficient performance level (score of 3.0 or above) in Writing. The percentage of students throughout the state that performed at or above the proficient performance level of 4.0 or higher was 73%. Our school was 20% higher than the state average. 85% of our 5th grade students performed at or above the proficient performance level in Science. The percentage of students throughout the state that performed at or above the proficient performance level was 46%. Our school was 39% higher than the state average.

2008

Results from the 2008 FCAT showed that 93% of students in grades 3-5 performed at or above the proficient performance level in Reading and Math. In 2008, the percentage of students in grades 3 – 5 in the state that performed at or above the proficient performance level in Reading was 70%, and in Math was 69 %. That would be 23% higher than the state average in Reading and 24% greater in Math. 85% of students in grade 4 performed at or above the proficient performance level (score of 3.0 or above) in Writing. The percentage of students throughout the state that performed at or above the proficient performance level of 4.0 or higher was 63%. Our school was 22% higher than the state average. 79% of our 5th grade students performed at or above the proficient performance level in Science. The percentage of students throughout the state that performed at or above the proficient performance level was 43%. Our school was 36% higher than the state average.

2007

Results from the 2007 FCAT showed that 93% of students in grades 3-5 performed at or above the proficient performance level in Reading and 90% in Math. In 2007, the percentage of students in grades 3 – 5 in the state that performed at or above the proficient performance level in Reading was 70%, and in Math was 67 %. That would be 23% higher than the state average in Reading and Math. 84% of students in grade 4 performed at or above the proficient performance level (score of 4.0 or above) in Writing. The percentage of students throughout the state that performed at or above the proficient performance level of 4.0 or higher was 64%. Our school was 20% higher than the state average. 78% of our 5th grade students performed at or above the proficient performance level in Science. The percentage of students throughout the state that performed at or above the proficient performance level was 42%. Our school was 36% higher than the state average.

3rd Grade FCAT trends

From 2007 – 2011 the percentage of students that maintained a level 3 or higher on FCAT Reading ranged from 94 to 97 percent. The largest decrease was 2% from 2007 to 2008. The largest increase was 1% and occurred three different times, from 2008 to 2009, 2009 to 2010, and 2010 to 2011.

From 2007 – 2011 the percentage of students that maintained a level 3 or higher on FCAT Math ranged from 95 to 100 percent. The largest decrease was 4% from 2007 to 2008 with 100% proficient to 96% proficient. The largest increase was 3% from 2010 to 2011 with 95% of our students being proficient in math to 98%. Overall, greater than 94% of our 3rd grade students have performed on or above the proficiency level for the past five years.

4th Grade FCAT trends

From 2007 – 2011 the percentage of students that maintained a level 3 or higher on FCAT Reading ranged from 90 to 95 percent. The largest decrease was 4% from 2009 to 2010. The largest increase was 5% and occurred from 2007 to 2008.

From 2007 – 2011 the percentage of students that maintained a level 3 or higher on FCAT Math ranged from 86 to 97 percent. The largest decrease was 2% from 2008 to 2009 and 2009 to 2010. The largest increase was 11% from 2007 to 2008 with 86% of our students being proficient in math to 97%. Overall,

greater than 86% of our 4th grade students have performed on or above the proficiency level for the past five years.

5th Grade Results

From 2007 – 2011 the percentage of students that maintained a level 3 or higher on FCAT Reading ranged from 91 to 96 percent. The largest decrease was 2% from 2007 to 2008 and 2010 to 2011. The largest increase was 5% and occurred from 2008 to 2009. From 2007 – 2011 the percentage of students that maintained a level 3 or higher on FCAT Math ranged from 84 to 92 percent. We have steadily increased every year from the previous year for the past five years. The largest increase was 3% from 2008 to 2009 with 86% of our students being proficient in math to 89%. Overall, greater than 84% of our 5th grade students have performed on or above the proficiency level for the past five years.

2. Using Assessment Results:

Several different assessments are analyzed to help determine what is needed to improve student performance. All of our teachers keep a “data notebook” filled with data from various formative and summative assessments in all academic subject areas. The following is a list of the different assessments given throughout the year: Scholastic Reading Inventory, FAIR, DIBELS, Phonological and Phonics Screeners, district math, science and writing assessments. The teachers complete on going progress monitoring assessments ever 3 to 4 weeks to track student progress and determine the best interventions. All of these assessments are tracked in the teacher data notebook. In addition to keeping the data notebooks up-to-date the teachers meet on a regular basis with a committee to discuss the progress, or lack thereof, of any student in RtI (response to intervention). The committee consists of teachers that have contact with that particular student on a regular basis, the guidance counselor, the reading specialists and an administrator. Parents are also invited to be part of the committee. This helps to ensure that every aspect of the student’s life is accounted for and on the “same page”, so to speak, when it comes to making sure various steps are put in place to help the student become more successful. During the meeting the committee will analyze any new data to determine what is working, and what is not working, in terms of making the student successful. The committee will then brainstorm a list of ideas that might help the student become more successful, including ways in which they can support the teacher and student in implementing the new plan. This model helps to ensure that our lowest quartile, or bottom 25%, of our academic population is constantly being monitored and support is in place to help ensure their success.

Teachers do not just provide support and data analysis for the lowest quartile. Every teacher is responsible for analyzing the data throughout the data notebook and using the data to help drive their instruction. Students are grouped according to their ability level for 30 minutes each day to work on a specific area of weakness or enrichment in Reading. During the 90 minute reading block whole group instruction as well as small group and independent practice is utilized on a daily basis. Small group and independent practice is determined from analyzing the data from both formative and summative assessments.

Students take two separate reading assessments three times a year to determine their Lexile level. The results and Lexile levels are shared with both students and parents upon completion of the assessments. The Lexile levels play a significant role when the teacher is preparing small group or independent practice instruction. Materials are selected based on the Lexile levels of the students in the group or individuals working on the independent practice. Every student is provided with a range of 100 points below and above their Lexile score. This will help ensure that students are reading content that is within their independent reading level.

In addition to every student in grades 2 – 5 taking two reading assessments, every student in grades 3 – 5 also take a math assessment three times a year. The math assessment is designed to check for understanding of the state standards that will be tested on the FCAT (Florida Comprehensive Achievement Test). These assessments are analyzed and students are placed in a small group setting to provide remediation on topics that were missed. In addition to the small group instruction, teachers

analyze the data from the assessments and review a few questions whole group at the start of each lesson to clear up any misconceptions and showcase various student strategies for deriving at the desired answer.

3. Sharing Lessons Learned:

At Partin Elementary we encourage collaboration among our staff, not only at the school level, but at the district level as well. Teachers at our school are a part of a team and often collaborate, plan, and strategize on these teams and with teachers at other schools on various learning and teaching techniques. Among these teams are teachers selected to represent our school on district Task Committees for both math and science. Most schools have four representatives and this select group meets monthly to discuss innovative math and science strategies currently in place at their schools and throughout the district. As these representatives return to their schools, they are given the opportunity to share information and updates acquired during the Task Committee meetings with teachers at their school.

Partin's reading and literacy coaches often share successful reading strategies and implementation procedures during district-level literacy forums which include other schools from around the district. Our coaches, at Partin, have successfully formed and implemented a Readers Workshop on our campus and often share the students' growth and improvement as a result of this program. In addition to the Readers Workshop implementation, Partin has established a school-wide intervention known as Reading Clubs at every grade level which provide students with strategic instruction in their identified areas of concern. These specially designed intervention groups provide thirty additional minutes of support to each student which has made a positive impact on student achievement and success. Successful interventions, as the ones previously mentioned, are often shared across the district with other schools for consideration on their campuses as well.

Partin's school administration shares ideas and strategies at principal meetings across the district and through other professional development opportunities. Our instructional leaders support the implementation of these successful strategies on our campus and provide the necessary professional development opportunities for their continued success. Because of this continuous support from administration and our support staff both teachers and students have seen constant growth and improvement in student success.

4. Engaging Families and Communities:

At Partin, we believe when schools, families, and community organizations work together to support learning, our students will do better and enjoy school more. Our school has an extremely active and supportive Parent Teacher Association (PTA) and School Advisory Council (SAC). Each year the Partin Staff and PTA work together to provide many great family nights. Partin families look forward to our Fall Carnival, Student and Staff Talent Show and Spring Fling to name just a few of our yearly events. In addition to family fun nights, this school year we have provided a Family Wellness Night and a Bike Rodeo focusing on student wellness and safety. When working with families and community members our school connects with the PTA and reaches out to community leaders and businesses to join our Partners in Excellence program. We strive to keep a strong connection with families and the community with monthly newsletters updated by the PTA, our school website, monthly recognition of our volunteers, various reports on student progress, and through numerous activities and events that involve both families and the community.

Through collaboration and with the support of our PTA and Partners in Excellence all of our classrooms have been enhanced with up to date interactive and video technology which continues to positively impact student success at Partin. With the help of community involvement, Partin Elementary has been the recipient of numerous Foundation "Great Ideas" teaching grants provided by the Foundation of Seminole County Public Schools. Our school has been recognized by The Florida Department of Education with the Five Star School Award for exemplary programs that integrate the school and community involvement which is given by the Florida Commissioner of Education for the tenth

consecutive year. In addition to the Five Star School Award, Partin received the Florida Golden School Award with over 10,000 community volunteer hours and services earned through the district's Dividend (Volunteer) Program.

Partin Elementary School thrives because of our strong collaboration with our parents, community leaders, and businesses that partner with us to ensure that our students learn in a positive, safe, and respectful learning environment. Working together is what makes Partin a great school!

1. Curriculum:

Partin Elementary School's teachers strive to enable each child to reach his/her fullest possible physical, mental, emotional, and social development. This is accomplished through instruction using state adopted texts, supplemental materials, learning centers, technology, and appropriate grouping. 21st Century Skills stressing creativity, communication, research, critical thinking, digital citizenship and technology operations and concepts are taught and developed. Cooperative learning experiences are encouraged in the classroom. This approach is designed to create a less competitive environment by using methods in which students work in small, mixed ability learning groups. Grade levels are encouraged to plan integrated units together in language arts, math, science, and social studies. By using the resources of each team member and the special area teachers (music, art, PE, media and technology) in the school, students will benefit from the expertise of all educators.

Harcourt Trophies is used in grades K-5. Reading, writing, listening, and speaking are interrelated aspects of communication. These essential skills are the foundation of an integrated curriculum. When teaching reading, all six components of reading must be addressed. The six components are phonemic awareness, phonics, vocabulary, oral language, comprehension, and fluency. Grammar, spelling and all elements of the writing process are taught in strong connection with the reading process. However, the teaching of process writing is taught independently of the 90 minute uninterrupted reading block. Partin adheres to the guidelines and best practices outlined within the comprehensive Seminole County K-12 Writing Plan. The 6+1 Trait Writing framework is utilized across all grade levels to develop a common language to refer to characteristics of writing as well as create a common vision of what 'good' writing looks like.

The NGSSS (New Generation Sunshine State Standards) for math are taught to mastery with conceptual understanding being the focus through the Go Math, Florida! K-5 Mathematics series published by Houghton-Mifflin Harcourt. Cumulative tests and Standards Aligned Tests are administered to monitor student progress. Also, timed tests are administered periodically on basic facts to insure mastery. In addition to the materials that are part of the program, supplemental materials are also used and identified in the plan book to provide continued practice in skill development. In addition, the Go Math series has an excellent technology component that students can access from home. The use of inquiry strategies and math manipulatives are used to ensure deeper understanding in every math lesson.

In grades K-5 the Harcourt Fusion text and teachers' manuals are to be used as a supplement to the SCPS Instructional Plans. The Next Generation Sunshine State Standards (NGSSS) are the foundation for the science program and are the focus when planning instruction. In addition to unit tests, hands-on labs and science journals are used to assess student understanding of science concepts. The District developed Science District Assessment (DA) is also administered in appropriate grade levels. Science instruction is supplemented with NGSSS-specific lessons which can be found on one of Partin's computer servers by grade level and the SCPS Curriculum website. Teacher-made materials (from the Science Resource Room, Media Center, guest speakers, videos and field trips) are also used to facilitate instruction.

The basis for the Social Studies program is the Next Generation Sunshine State Standards (NGSSS) for grades K-5. Social Studies instruction is integrated during the 90 minute reading block. Teacher made units and materials (leveled books from Reading Resource Room, speakers, videos, Media Center and field trips) are utilized. Many scheduled field trips correlate with the curriculum study for the grade. For example, fourth grade studies Florida and takes a trip to St. Augustine every year.

The use of technology is an integral part of instruction and the curriculum. Computer literacy is taught to students through the use of the Seminole County Literacy Guide in grade K-5. All students have access to computers. Partin teachers integrate 21st Century skills into many lessons through the incorporation of both computer software and hardware.

In grades K-5, Health Education is integrated in the science and physical education curriculum. Supplemental texts may be used to guide a comprehensive health education program. In addition, all students (KG-5) are required to participate in 150 minutes of Physical Education per week. Our P.E. Department focuses on the development and maintenance of skills related to strength, agility, flexibility, movement, and stamina, including dance; the development of knowledge and skills regarding teamwork and fair play; the development of knowledge and skills regarding nutrition and physical fitness as part of a healthy lifestyle; and the development of positive attitudes regarding sound nutrition and physical activity as a component of personal well-being.”

All students also go to art and music each week. Instruction in the visual arts and music is an essential element in the education of every Partin student. Students have the opportunity for direct contact with the arts, not as a passive observer but also as a participant. The visual art and music program is a sequential and comprehensive program taught by a certified teacher.

At Partin we also offer character education. Our Keys to Your Character education is a K-12 program created by Seminole County Public Schools to reinforce and supplement character values taught in the home. Each month a different value is emphasized throughout the community and school. Teachers are provided with activities to reinforce each value of the month.

2. Reading/English:

Partin’s Reading curriculum is based on alignment of the standards with implementation of the 2011-2012 K-12 Comprehensive Research Based Reading Plan. Partin utilizes county developed grade level Reading Curriculum Maps designed to address in a systematic and sequential format the standards utilizing the components of Reading with the Comprehensive Core Reading Program. The Curriculum Maps provide scientific based Reading research supplemental resources, instructional skills and assessments.

Instructional methods support students taught in direct whole group instruction including deep and sustained cognitive engagement in both reading and writing grade-level strategies and skills. Modeling and guided instruction leads to independent reading. Flexible small group differentiated instruction provides focused instruction for some students while other students work independently engaging in literacy activities. Partin’s goal is to provide instruction to master the standards, accelerate student achievement and to decrease the percentage of students with serious reading difficulties.

Students receive instruction in all 5 areas of reading: phonological awareness, phonics, fluency, vocabulary and comprehension. Comprehension and systematic vocabulary instruction are provided through the K-5 core program, Comprehension Toolkit strategies and Readers Theater. These strategies are implemented with the goals of assisting students in building upon, extending, and deepening their understanding of text through manipulating and engaging in rich discussions. In order to meet the high demands on students in critical, analytic and inferential reading, students engage in a wide range of reading of increasing cognitive complexity, to analyzing words and synthesizing information.

Through data analysis screeners students who are performing below level are identified. Specific targeted skill instruction is indicated, taught and progress monitored. These students receive additional support from tutorial programs, mentoring, RAP (Reading Acceleration Program), summer school, and computer programs such as Study Island and Reading Eggs. Students are provided with increased time in small groups with explicit, differentiated skill based instruction with scaffolding and progress monitoring. Students who are lacking progress are referred to RtI for additional support.

Students who perform above level are challenged to read and understand complex texts to further develop their reading and thinking abilities. They focus on big ideas or themes to expand their knowledge and deepen their understanding. Students are provided challenging formats and opportunities for book discussion groups to increase their critical reading skills.

3. Mathematics:

Our mathematics curriculum and instruction is focused around the Go Math series. This series is focused on the Next Generation Sunshine State Standards for Mathematics with an emphasis on depth of instruction. Our goal as facilitators is for every student to use critical thinking and inquiry to interpret real life mathematical problems and empower the student to develop strategies to resolve them, thus developing an in-depth understanding of mathematical processes and procedures. To achieve this goal on a daily basis learning goals are set and instruction is divided into review, unlocking of concept, and practice utilizing many cooperative learning strategies. Instructors will use technology (clickers, Elmos, PowerPoint's, Qomos, Go Math; On Location and Real World videos), and manipulatives to engage students. As instructors we analyze and interpret data we gather through observations and assessments to guide and differentiate our instruction. In order to enrich our above level students we offer advanced level classes, (fifth grade has six advanced math classes, fourth grade is integrating fifth grade material for those high achieving students), virtual school, higher cognitive level questioning material, Enrichment Math Club, and Lego Robotics. To engage and assist our lower level students we have tutorial programs both in the morning and afternoon, teachers have an open door policy, team teaching with ESE students (teachers are able to assist as needed), lower complexity questions (calls upon the student to use procedures that can be performed mechanically, instead of leaving it to the student to come up with an original method or solution), and small group teaching. Along with utilization of Go Math interventions, Soar to Success for tier 2 and 3 which provides individual diagnosis and interventions. Go Math textbooks, Thinkcentral activities and ESOL trained teachers are there to promote learning for our ESOL learners. Several online programs are available for all students to engage, enhance and promote achievement for all such as: Study Island, Edmodo, FCAT Explorer, FOCUS, ThinkCentral, and Timez Attack.

4. Additional Curriculum Area:

Providing the "Triple A" experience is one of the great things we do at Partin. The students go to music, art and PE each week. In addition, the teachers use thematic units to integrate the arts and movement into their instruction. Teachers orchestrate units that maximize connections within all content areas. Given the charge to teach to mastery and increase complexity of Language Arts, math, science, social studies, visual arts, music and physical education benchmarks, integrated units help student acquire essential skills and knowledge based on the school's mission.

Units are created with the premise that reading is THE PRIMARY FOCUS area. The core curriculum is provided with supplemental resources to enhance, push and expand the students' experiences. Together, students' schema can change. When units cross subject areas, the probability of activating prior knowledge, motivating and engaging students is greater.

With quality literature sources in the core curriculum as the focus, units are provided for the light bulbs to go on. For example in third grade, students are enticed with a piece of narrative fiction, *The Armadillo* from *Amarillo* by Lynne Cherry. As the students see the adventure from the perspective of the Armadillo and his buddy the Eagle, they experience their world. A multi-disciplinary unit involving Reading, Language Arts, Science and Social Studies is used. In addition students, who shine in writing, have an opportunity to poetically describe the landscape from the perspective of the Armadillo. In Social Studies, students learn about the landforms in the different regions of the United States. As students read about the Armadillo's journey, they study the geographical and physical characteristics of the places on the way. Non-fiction expository text is provided for research and investigations in Social Studies and Science. As the Armadillo and Eagle hop a ride on the Space Shuttle, the "Earth and Space" unit is entwined with students experiencing the universe at the same time.

Multi-disciplinary units provide many opportunities for students to visualize and connect to the subject areas. Students, who have passions in one area, tend to participate and make connections that keep them

engaged. As Science and Social Studies benchmarks are presented, one may have difficulty determining what “block” is being observed. If the lines cross, then the teacher has done his/her job.

Of course within the thematic units certain benchmarks are also the primary focus when students attend their daily specials class. For example, the weekly music class at Partin is excellent. Each year the students in each grade level perform a show for the school and their parents. The students can not wait to see what their Music Show will be. Every child is on stage and has a part. In addition to the grade level show, Partin has a fifth grade show chorus that performs at district events and in the community. The fifth grade students look forward to be a part of "Star Shine" from an early age.

5. Instructional Methods:

Instruction is designed to improve students’ learning and to engage each student by using different methods of instruction. Students experience instruction through engaging discussions, cooperative learning activities, small groups, project based learning, hands- on activities, and demonstrations.

Technology is integrated throughout the curriculum. We subscribe to several software programs that allow teachers to individualize lessons to meet students’ specific goals. Each classroom is outfitted with a projector and document camera allowing students to learn interactively. Partin has two stationary computer labs as well as two mobile laptop carts available so that students are able to research and work collaboratively on digital projects, which are engaging to students.

Instruction at Partin is data driven and differentiated. Student assessments are administered throughout the year. Partin uses the “Walk to Intervention” model which allows all students in a grade level to “travel” either for enrichment or remediation. Teachers use assessments to diagnose students’ strengths and areas of concern and then are able to incorporate specific strategies that meet the needs of students. Teachers administer the SRI and FAIR test to determine students’ lexile levels. The media center purchases high interest/low level books as well as high level/developmentally appropriate books so that students who are reading at a 9th or 10th grade level have books readily available to them.

Partin uses an inclusion model to meet the needs of all their learners. When determining class placement, consideration of student need is considered. SLD, ASD, and Speech/Language students are clustered to maximize co-teaching. ASD students are mainstreamed for specific curriculum areas. ASD, SLD, and speech language resource personnel work in the classroom modifying instruction and providing support for all students who need it.

Partin has many school wide programs that supplement learning. A before- and -after school tutorial is provided for those students needing additional help. Fourth and fifth grade students are able to receive advanced math instruction, learning the next grade level’s math curriculum. Our gifted enrichment program allows students the opportunity to work with their peers on collaborative projects which enrich their core curriculum. We also have a talent development class taught by the gifted teacher which pulls high achieving students who have not been staffed into the gifted learning class. These students work on projects based on their curriculum standards.

6. Professional Development:

Partin’s students achieve high academic excellence and in order to foster this sense of achievement, professional development for the staff is critical. Each faculty member creates an Individual Professional Development Plan, which helps to create and evaluate specific yearly goals. Staff members know that lifelong learning and continued growth as professionals has the greatest impact on student achievement and success.

In service and conference opportunities are offered to all staff members. Teachers are encouraged to pursue grade appropriate professional development opportunities that will have the greatest impact on

their students. Conferences and workshops are paid for by the school and high quality substitutes cover classrooms while staff members are away from school. Staff members are encouraged to share their new knowledge when they return. School administrators provide a positive support system, allowing teachers to purchase new materials and encouraging the use of new and innovative ideas.

Another successful approach to increasing teacher knowledge has been to hold on-site professional development meetings in which our teachers are able to share their knowledge and expertise of curriculum development and instructional practices. During bi-weekly meetings and Professional Learning Communities, the literacy coach, resource teachers, and classroom teachers are able to share their new learning with other teachers. This approach to professional development provides teachers with a way to directly apply what they learn to what they are teaching and fosters a shared responsibility for student success.

Professional Development is provided by the reading coaches, educational technology facilitator, media specialist, classroom teachers, and school administrators. Partin's staff development is based on school, county, and state initiatives. Staff development topics have included Marzano's High Yield Strategies, text complexity, and effective use of technology within the classroom. Partin uses a variety of designs including Professional Learning Communities, book studies, and peer coaching.

Professional Development has had a positive impact on student achievement by ensuring each teacher has the knowledge to continue to provide the best research based instruction.

7. School Leadership:

The Partin Leadership philosophy focuses on joint decision making to ensure everyone has an opportunity to provide insight. Partin's Leadership Team is made up of the following groups: Administration, Guidance, Educational Technology Facilitator, Media, Reading Specialists and Team Leaders for each grade and department. The leadership team is always meeting to discuss topics and make decisions to guide our mission.

The Principal of the school follows the belief of servant leadership. She does her best as leader to embrace student learning, engage families and communities, promote appropriate learning environments, ensure quality teaching, use multiple assessment to strengthen learning and advocate for high quality education for all. Her focus is on assisting teachers to complete their job by providing support in the areas of professional development, resources, and basic assistance when dealing with different challenges throughout the day. Everything the principal does in the school focuses on ensuring the learning of both students and staff. The principal recognizes the balance between her work as manager and that of leader and as primary learner to ensure her constant role of instructional leader.

The main way the Principal and members of the leadership team ensures that policies, programs, relationships, and resources focus on improving student achievement is through constant communication and an open door policy with the principal. Staff members receive a weekly newsletter each Friday with details about the events for the next week and other important professional development information. Throughout the month Partin staff members participate in Team Leader meetings, Professional Learning Communities and faculty meetings. On "Manic Mondays" we meet with teams to share student data, curriculum information, and best practice. We have monthly faculty meeting to share information and discuss concerns. At Partin everyone is important and considered a leader in their area of expertise. A very positive atmosphere exists at Partin -- everyone knows that they are an important piece of the puzzle.

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 3 Test: FCAT

Edition/Publication Year: Revised Annually Publisher: Florida DOE

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Level 3 - 5	98	95	96	96	100
Level 4-5	87	75	81	80	79
Number of students tested	117	139	130	145	130
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Level 3 - 5	92	89	73	86	100
Level 4-5					
Number of students tested	13	19	11	14	12
2. African American Students					
Level 3 - 5			91	82	
Level 4-5					
Number of students tested			11	11	
3. Hispanic or Latino Students					
Level 3 - 5	93	94	100	87	
Level 4-5					
Number of students tested	15	16	13	15	
4. Special Education Students					
Level 3 - 5					
Level 4-5					
Number of students tested					
5. English Language Learner Students					
Level 3 - 5					
Level 4-5					
Number of students tested					
6. white					
Level 3 - 5	99	95	97	98	100
Level 4-5					
Number of students tested	85	100	92	102	95
NOTES:					

12FL11

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 3 Test: FCAT

Edition/Publication Year: Revised Annually Publisher: Florida DOE

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Level 3 - 5	97	96	95	94	97
Level 4 - 5	81	74	70	72	74
Number of students tested	117	139	130	145	131
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Level 3 - 5	92	95	91	79	83
Level 4 - 5					
Number of students tested	13	19	11	14	12
2. African American Students					
Level 3 - 5			100	82	
Level 4 - 5					
Number of students tested			11	11	
3. Hispanic or Latino Students					
Level 3 - 5	87	94	100	87	
Level 4 - 5					
Number of students tested	15	16	13	15	
4. Special Education Students					
Level 3 - 5					
Level 4 - 5					
Number of students tested					
5. English Language Learner Students					
Level 3 - 5					
Level 4 - 5					
Number of students tested					
6. white					
Level 3 - 5	99	97	93	95	98
Level 4 - 5					
Number of students tested	85	100	92	102	95
NOTES:					

12FL11

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 4 Test: FCAT

Edition/Publication Year: Revised Annually Publisher: Florida DOE

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Level 3 - 5	97	93	95	97	86
Level 4 -5	68	70	71	62	55
Number of students tested	141	133	150	135	131
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Level 3 - 5	90	73	89	92	
Level 4 -5					
Number of students tested	20	15	18	12	
2. African American Students					
Level 3 - 5		70			
Level 4 -5					
Number of students tested		10			
3. Hispanic or Latino Students					
Level 3 - 5	87	88	94		80
Level 4 -5					
Number of students tested	15	16	16		15
4. Special Education Students					
Level 3 - 5					
Level 4 -5					
Number of students tested					
5. English Language Learner Students					
Level 3 - 5					
Level 4 -5					
Number of students tested					
6. white					
Level 3 - 5	98	97	95	97	87
Level 4 -5					
Number of students tested	107	94	106	101	102
NOTES:					

12FL11

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 4 Test: FCAT

Edition/Publication Year: Revised Annually Publisher: Florida DOE

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Level 3 -5	93	92	94	95	90
Level 4 - 5	73	69	73	69	59
Number of students tested	141	133	150	135	131
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Level 3 -5	85	87	94	83	
Level 4 - 5					
Number of students tested	20	15	18	12	
2. African American Students					
Level 3 -5		80			
Level 4 - 5					
Number of students tested		10			
3. Hispanic or Latino Students					
Level 3 -5	80	94	94		73
Level 4 - 5					
Number of students tested	15	16	16		15
4. Special Education Students					
Level 3 -5					
Level 4 - 5					
Number of students tested					
5. English Language Learner Students					
Level 3 -5					
Level 4 - 5					
Number of students tested					
6. white					
Level 3 -5	93	90	95	95	92
Level 4 - 5					
Number of students tested	107	94	106	101	102
NOTES:					

12FL11

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 5 Test: FCAT

Edition/Publication Year: Revised Annually Publisher: Florida DOE

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Level 3 - 5	92	90	89	86	84
Level 4 - 5	71	73	66	60	65
Number of students tested	138	155	144	139	135
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Level 3 - 5	82	78	59	100	
Level 4 - 5					
Number of students tested	17	23	17	10	
2. African American Students					
Level 3 - 5	64	50			
Level 4 - 5					
Number of students tested	14	10			
3. Hispanic or Latino Students					
Level 3 - 5	93	82	73	88	72
Level 4 - 5					
Number of students tested	14	17	11	17	18
4. Special Education Students					
Level 3 - 5					
Level 4 - 5					
Number of students tested					
5. English Language Learner Students					
Level 3 - 5					
Level 4 - 5					
Number of students tested					
6. white					
Level 3 - 5	95	94	95	85	86
Level 4 - 5					
Number of students tested	100	108	102	107	103
NOTES:					

12FL11

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 5 Test: FCAT

Edition/Publication Year: Revised Annually Publisher: Florida DOE

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Level 3 - 5	93	95	96	91	93
Level 4 -5	73	78	81	61	71
Number of students tested	138	155	144	139	135
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Level 3 - 5	88	83	76	90	
Level 4 -5					
Number of students tested	17	23	17	10	
2. African American Students					
Level 3 - 5	79	90			
Level 4 -5					
Number of students tested	14	10			
3. Hispanic or Latino Students					
Level 3 - 5	100	88	73	76	89
Level 4 -5					
Number of students tested	14	17	11	17	18
4. Special Education Students					
Level 3 - 5					
Level 4 -5					
Number of students tested					
5. English Language Learner Students					
Level 3 - 5					
Level 4 -5					
Number of students tested					
6. white					
Level 3 - 5	93	96	98	93	95
Level 4 -5					
Number of students tested	100	108	102	107	103
NOTES:					

12FL11

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics Grade: Weighted Average

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month					
SCHOOL SCORES					
Level 3 - 5	95	92	93	93	89
Level 4 - 5	74	72	72	67	66
Number of students tested	396	427	424	419	396
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Level 3 - 5	87	80	74	91	100
Level 4 - 5	0	0	0	0	0
Number of students tested	50	57	46	36	12
2. African American Students					
Level 3 - 5	64	60	91	82	0
Level 4 - 5	0	0	0	0	0
Number of students tested	14	20	11	11	0
3. Hispanic or Latino Students					
Level 3 - 5	90	87	90	87	75
Level 4 - 5	0	0	0	0	0
Number of students tested	44	49	40	32	33
4. Special Education Students					
Level 3 - 5	0	0	0	0	0
Level 4 - 5	0	0	0	0	0
Number of students tested	0	0	0	0	0
5. English Language Learner Students					
Level 3 - 5	0	0	0	0	0
Level 4 - 5	0	0	0	0	0
Number of students tested	0	0	0	0	0
6.					
Level 3 - 5	97	95	95	93	90
Level 4 - 5	0	0	0	0	0
Number of students tested	292	302	300	310	300
NOTES:					

12FL11

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: Weighted Average

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month					
SCHOOL SCORES					
Level 3 - 5	94	94	94	93	93
Level 4 - 5	75	73	74	67	68
Number of students tested	396	427	424	419	397
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Level 3 - 5	87	88	86	83	83
Level 4 - 5	0	0	0	0	0
Number of students tested	50	57	46	36	12
2. African American Students					
Level 3 - 5	79	85	100	82	0
Level 4 - 5	0	0	0	0	0
Number of students tested	14	20	11	11	0
3. Hispanic or Latino Students					
Level 3 - 5	88	91	90	81	81
Level 4 - 5	0	0	0	0	0
Number of students tested	44	49	40	32	33
4. Special Education Students					
Level 3 - 5	0	0	0	0	0
Level 4 - 5	0	0	0	0	0
Number of students tested	0	0	0	0	0
5. English Language Learner Students					
Level 3 - 5	0	0	0	0	0
Level 4 - 5	0	0	0	0	0
Number of students tested	0	0	0	0	0
6.					
Level 3 - 5	94	94	95	94	94
Level 4 - 5	0	0	0	0	0
Number of students tested	292	302	300	310	300
NOTES:					

12FL11